

Self-Reflection

How am I interactive around sharing books in my storytimes?

How do I model interactivity when sharing books in my storytimes?

How have I been successful in having children be interactive and participating while sharing books?

How do I adjust the levels of interactivity according to the different ages/stages of the children in my storytimes?

What might I do to encourage interactivity between adults and their children in storytimes?

How might I change to incorporate increased interactivity for a future storytime?

Resources on Dialogic Reading

Repeated Interactive Read-Alouds in Preschool and Kindergarten by Lea McGee and Judith Schickedanz. Reading Rockets

<http://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten>

Dialogic Reading: An Effective Way to Read to Preschoolers by Grover Whitehurst. Reading Rockets.

<http://www.readingrockets.org/article/dialogic-reading-effective-way-read-preschoolers>

How to Read Out Loud with Your Preschooler (video) Scholastic.

<https://youtu.be/sZSIUVrCJR0>

Interactive Reading

What is Interactive Reading?

You encourage children to participate in talking about what is happening in the book which develops the key early literacy components.

Early Literacy Components

Oral language: listening, speaking, communication skills

Phonological Awareness: hearing the smaller sounds in words (environmental sounds, rhyming)

Print Awareness/Concepts: how print works, how books work

Letter Knowledge: exploring letters, shapes

Vocabulary: recognizing words and knowing the meaning of words

Background Knowledge: information the child knows about the world

Print Motivation: child's interest in and enjoyment of books and reading

Story Structure: how stories work

Why?

Makes reading together fun, increases attention span, supports learning
Children learn through interactivity.

What is it NOT?

Skilling and drilling children about a book
Forcing responses for children who would rather observe

Types of Books

- Clear storylines
- Predictable stories for young children
- More sophisticated stories for preschoolers
- Rhythmic language
- Song books
- Art that draws children into the story, supports interaction
- Clear illustrations, supplement text with additional details
- Factual books on topics of interest
- Interesting vocabulary
- Sensitive to diversity

Features

- Read with expression
- Ask thoughtful questions
- Develop vocabulary and comprehension
- Show how books work
- Involve children in telling the story or talking about factual book topic
- Extend the story

How?

The interactive reading experience may include the following features.

Not all features will be used during every interaction.

- Share your enjoyment of the book (B,T,P)
- Read with expression (B,T,P)
 - Pause
 - Pace—fast, slow
 - Pitch—high, low
 - Volume—loud, soft
 - Use different voices for different characters (B,T,P)
Use “parentese” (clear, high pitched voice, elongated vowels) (B)

B indicates babies birth-12 months

T indicates toddlers and twos 1-3 years old

P indicates preschoolers 3-5 years old

How?

- Ask thoughtful, open-ended questions
You may be asking the question, waiting, and then answering (B,T)
 - What's this? (B, T)
 - What does it look like? (B, T)
 - What do you see on the cover/this page? (T,P)
 - What might this book be about? (P)
 - What do you think might happen next? (P)
 - What do you notice? (T,P)
 - What do you think? (P)
 - How do you think the character feels? (B,T,P)
 - How would you feel? (T,P)
 - What would you do? (T,P)
- Develop vocabulary and comprehension
 - Point to picture of item as you say the word (B, T, P)
 - Use gestures, facial expressions, or movements (B, T, P)
 - Give a brief explanation of word (B, T, P)
 - Talk about the feelings of characters, making connections to children's feelings (T, P)
 - Add new information and new words to those in the book (B,T,P)
 - Make connections and/or encourage children to make connections to personal experiences (B,T,P)
- Show how books work
 - Play with orientation of book (T, P)
 - Point to text and connect to illustrations (B, T, P)
 - Talk about role of author and illustrator (P)
- Involve children in telling the story or talking about factual book topic
 - Encourage children to join in with a repeated phrase (T,P)
 - Pause for children to fill in a word/phrase in a sequence, or complete a rhyme (T,P)
 - Add movements to story (T,P)
 - Allow children to think about what is happening in the story, time to think (P)
- Extend the story
 - Extend children's responses (B,T,P)
 - Offer writing activities based on the book (T,P)
 - Repeat all or part of a story to develop familiarity and participation (B,T,P)
 - Encourage roleplaying, retelling with flannel board, puppets, props (T,P)
 - Offer play opportunities with objects related to the story, pictures, or characters (T,P)